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Practical Training for Boys
and
Table Work in Physical Training

(Illustrated)

By
ANTON H. MÜLLER and THE "CLIMBERS"
of
THE ALLEN-STEVENSON SCHOOL
New York City



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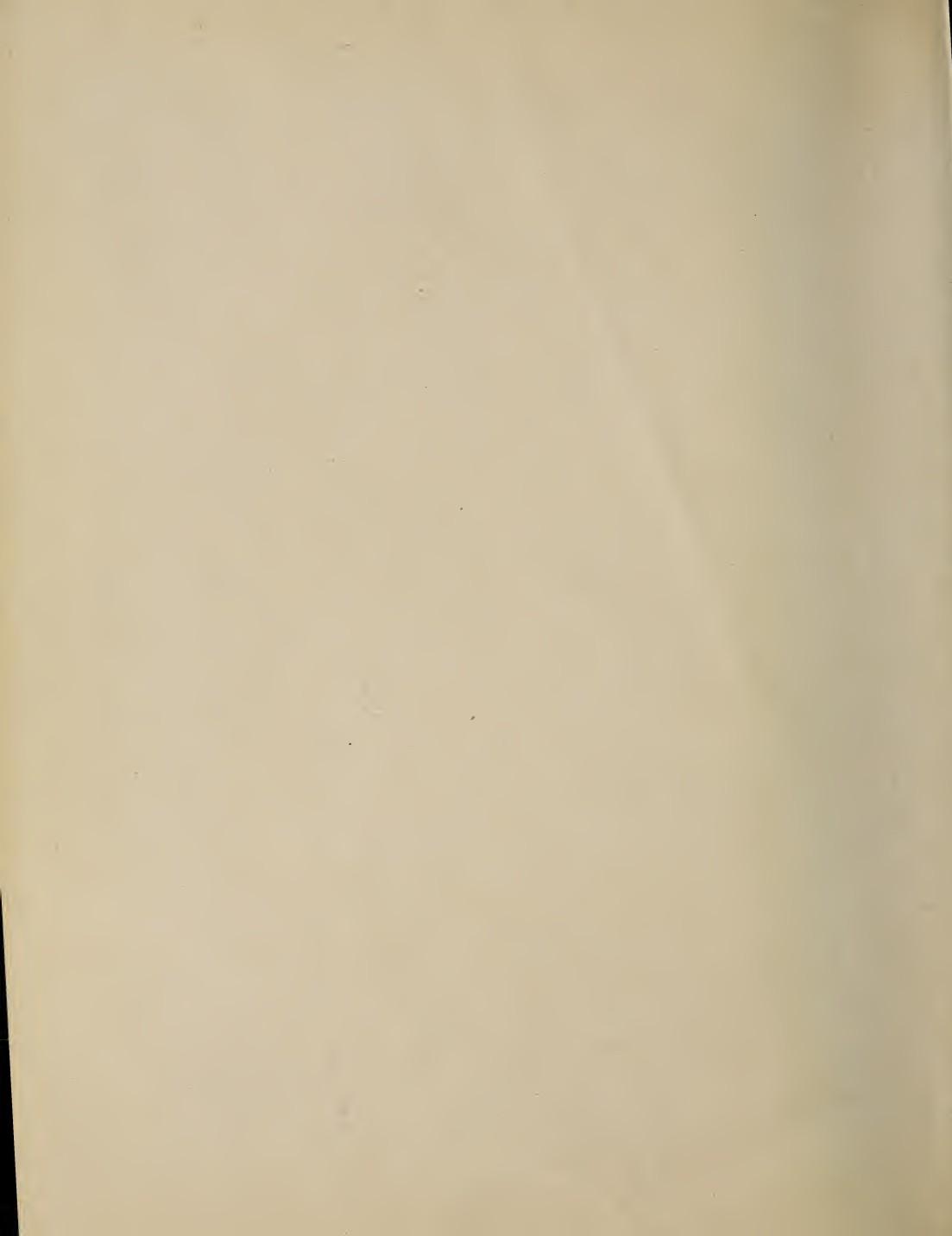
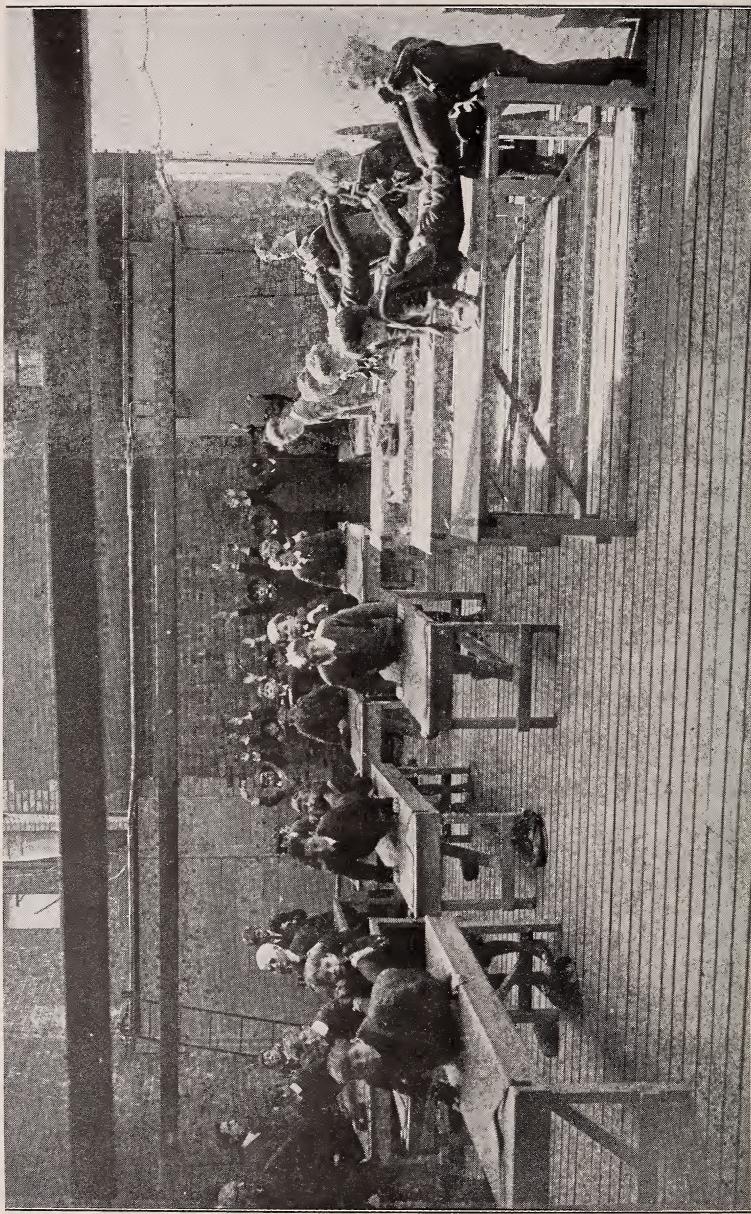


TABLE WORK AS PRACTISED IN THE ALLEN-STEVENSON SCHOOL
A CLASS OF BOYS SIX TO EIGHT YEARS OF AGE AT WORK



Practical Training for Boys
and
Table Work in Physical Training
(Illustrated)

By
ANTON H. MÜLLER
Director of Physical Activities of the Allen-Stevenson School
and
THE CLIMBERS
of the Allen-Stevenson School

Published by
THE CLIMBERS OF THE ALLEN-STEVENSON SCHOOL
New York City
1919

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By
ANTON H. MÜLLER



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*This simple volume is fondly dedicated
to*

*Professor William G. Anderson
of Yale University*

*as a token of appreciation for ready aid,
advice and encouragement*

A. H. M,

THE CLIMBERS

At the Allen-Stevenson School, a three-fold record of each boy is kept, a set of mental, character, and physical charts. Each chart is marked under several headings, and in order to win a place on the honor roll, the boy must receive at least 290 points out of a possible total of 340. It is not enough to be a brilliant student only, or an athlete only. He must be both conscientious in his studies, and faithful in his athletic work for self development and for his teams, relying on painstaking effort, rather than on his wits alone.

Thus, the school cup is awarded to the boy who goes about his work and meets its daily petty annoyances with a cheerful spirit; who is loyal to his friends, to the school, and to what is best in himself; who is not afraid to accept responsibility; who is not discouraged by defeat, but is content to have done his best; who meets success modestly; who enters into his work and into his play alike with enthusiasm—a wholesome all-around boy.

Seven years ago a group of boys feeling that with some sort of guidance they could accomplish more, asked Mr. Müller to point them the way. At his suggestion the "Climbers," a club which has grown to include most of the boys between the ages of eleven and fifteen, was organized, and held weekly meetings for discussion and the transaction of business at which Mr.

Müller, as director, offered suggestions. At monthly meetings, held usually by invitation at the homes of various "Climbers," members of the faculty and others have been invited to address the club.

NOTE

In the past the "Climbers" have published many papers and pamphlets that have been of great value to the boys of our school.

The most successful publication was "School Talks," printed in 1915. The first edition of two hundred was sold in two days and the second edition of five hundred was delivered to all parts of the country.

In publishing this book we hope to present something that is of interest to our boys, parents and many friends.

Most of the contents of this book were taken from Mr. Anton H. Müller's manuscript, "Practical Training for City Private Schools," "Practical Body Building for Boys," and "Table Work in Physical Training."

GEOFFREY W. ROBBINS,
President, The "Climbers,"
1919.

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THE CLIMBERS, 1919

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Drawings by Climber S. Morris Pell.

INTRODUCTION

Fifteen years ago Physical Training in private preparatory schools in New York City presented an interesting problem to me. In fact so interesting that I decided to take up private school work in preference to all other fields of endeavor in the physical training line. When I announced that I was prepared to give my entire time to one school, I was usually informed, that the school only required the services of a man for one hour in the morning, two hours in the afternoon, three afternoons a week. The one hour in the morning was to be devoted to taking the boys in the gymnasium or yard, having them swing their arms about, or doing some other form of calisthenics. The school was to be divided into squads, each squad to spend ten minutes in exercises. This ten minute period of exercise was intended as a break in the morning's routine of classroom work. The afternoon to be given to coaching teams. I was usually informed that the last man was let go because the teams did not win.

These interviews proved to me that there was a field in New York City. At the time I was teaching part time in four different schools.

One school became interested in my plans and decided to try them for two years. I made one condition, and that was: that my position did not depend upon the number of games won or lost, but upon the increased efficiency of the boys in their school work

and the improvement in discipline. With the kind and conscientious co-operation of the principal, we succeeded in the first two years in losing many games. But we also succeeded in efficiency and discipline. An improvement in the physical development of the boy was noticeable. I might add our teams soon won as many games as they lost.

Men in the physical work are becoming interested in the City Private School problem. Perhaps it would be interesting to note that every year I have numerous applications from men desiring a year or two of experience in our school.

Our school numbers one hundred and fifty-four boys. The Physical Department requires the services of two men from nine A. M. to six P. M. and a third man from two P. M. to six P. M.

I take this opportunity to thank my Head Masters Mr. Francis Bellows Allen and Mr. Robert Alston Stevenson for patience, help and advice, and also Mr. Thomas Whewell, whose untiring efforts have helped to make our work possible. I also wish to thank sincerely many of my boys, and the patrons and physicians who so often extended many acts of co-operation, for their advice and the appreciation shown.

This humble volume is the result of many requests from educators, physicians and patrons. Its publication is made possible by the sincere efforts of the "Climbers" of 1919.

ANTON H. MÜLLER.

PHYSICAL TRAINERS

The specialists in Physical Education are as numerous as in medicine. We have football, baseball, basketball, hockey, track and field men, and finally a specialist in medical gymnastics. Many men specialize in the English, Swedish and Japanese methods, and as in medicine, we have the general practitioner. The general practitioner devotes his energies to developing the entire body in order to enable the individual to be placed in the hands of the specialist. Unfortunately too many of our youths fall into the hands of the specialist before his body is prepared for the one-sided training. I often wondered if many of the physical kinks that appear in later life could not be traced back to some unnatural strain received in a competitive game or race in our youth. The work of the specialists is more spectacular than that of the general practitioner, therefore more attractive both to the teacher and the boy. Both are important, but general body-building should precede specialized athletics. I would class a physical director of a school as a general practitioner. I also believe that the physical director of a school or college should have the first and last say as to who should or should not participate in any game or sport; especially in competitive games. When that authority is given to the physical director many physical risks will diminish.

At the present time we are hearing serious discussions on the best ways and means to train our boys for time of need. It seems to me that if all the schools were to place a competent physical director in charge, and ally intellectual and physical education so closely that the one could not proceed without the other—both to aim at the one goal of developing the entire boy in harmonious proportions—the average boy would, under these conditions, grow up a well-balanced man prepared for any physical or mental service.

GAP BETWEEN INTELLECTUAL AND PHYSICAL EDUCATION

The gap between intellectual and physical education is still too wide. The teacher of physical training usually is not made a member of the faculty and rarely has a vote upon school matters. The gymnasium is a secondary consideration and if included in the plans of the building, usually is placed in some corner of the basement. Just as soon as a physical director succeeds in getting a backward boy interested in some form of physical activity, brings him to a point of mental awakening, and fills him with enthusiasm, a classroom teacher uses this interest as a whip and bars the boy from the gymnasium, field or games. The physical director has no say in the matter. Why? "Because the boy comes to school to master his lessons

and not to play games." Experiences of this kind are very discouraging. The sooner the physical director realizes that in the final analysis the boy is sent to school to master intellectual education and not physical education, frictions that are bound to arise will not be so irritating. Conditions of to-day shoulder the Private Preparatory School with many handicaps, and in order to live up to its obligations, it has all it can do to perform conscientiously the many duties required.

When a boy is placed with us it is specifically stated by the parent, that the boy must be prepared for boarding school or college at a certain year. If we succeed in preparing the boy to pass the examination at the stated time all is well and good. We receive credit for our efforts, the teaching of mental, moral and physical education is also acknowledged and accredited. But, should the boy fail, even though he were mentally inefficient, the school is held to account, charged with poor methods. All that has been done for him physically and morally is forgotten by the parent. The fact remains that the boy did not pass the examination.

The school is given the shortest possible time to prepare a boy for college.

Many demands are made upon the boy's time. Too many outside, sometimes unnecessary attractions take the boy from his required school work. We have only five school days a week for eight months in a year, and often only four years to prepare a boy for an entrance examination.

Here is the programme of a boy who is not an exception in a large city school:

Monday afternoon—Music Lesson.

Tuesday afternoon—Military Training.

Wednesday afternoon—Dancing School.

Thursday afternoon—Painting Lesson.

Friday afternoon—Military Training.

Saturday morning—Riding Lesson.

Saturday afternoon—Theatre.

The school must not interfere with any of these appointments, yet the school is held responsible for this boy's entrance examination for boarding school or college.

If a boy has not all of the above duties or appointments, there are others to take their places. Dentist's appointments must be made on school days. Many boys have weekly appointments with the dentist lasting through the entire school term—sometimes a school year. Theatre parties always come on a school day. Clothes must be bought on a school day. Uncles, aunts and cousins as well seem to be in league with boys, for they always sail for abroad on a school day. And it is a mighty poor sister who does not have her party on a school day.

I am not an educator, I am an outsider, and as an outsider I can see the effect all this has on the school. It is surprising to me that a school can accomplish the results it does in a school year of eight months, with

one month or more taken out for vacations. Often the school does not get the boy for even this brief time. Many report from two to four weeks late in the fall and leave from two to three weeks before close of school in the spring. Many take Fridays off to spend week ends in the country.

These conditions also interfere with the work of the physical director especially if he is trying to develop sound minds within sound bodies. Under these conditions it is almost impossible for a physical director to expect the school to consider his department as important as the intellectual department, nor can he expect the school to ally intellectual and physical education as it should be.

I predict that the time is not far distant when both parent and school will give recognition to the necessity of a very close alliance of mental and physical training. The physical training that will be demanded of us will be a training that will provide health and strength, not strength in any particular organ, but general healthiness of all organs.

The reason I feel so confident of this is that I have received several hundred letters, many of which I have saved, giving our physical department equal credit with the educational department for the boy's successful preparation for boarding school or college.

THE CITY PRIVATE PREPARATORY SCHOOL

I am not qualified to speak of the value of our present day methods of intellectual education. I am interested in the training of the boy and the discipline of the boy. I firmly believe that the time is not far off when fads, fashions and traditions will be laid aside and a return will be made to a good solid, wholesome school atmosphere. The school will not be looked upon as a place where Willie will be tutored in a few subjects in order to enable him to pass an examination to enter a certain boarding school at a certain year, but will be an institution whose authority will be respected by both parent and boy. It will be recognized as one where discipline must be respected and where interference with discipline will result unfavorably to the disturber. The school will teach the value of whole work—not dissected work—and will demand the proper amount of time to be spent in preparing a boy for boarding school or college.

The City Private School is not taken seriously enough. Too many conditions and exceptions are demanded of it. The parent who gives the school full authority to do for the boy as it sees fit is an exception. The mere fact that a boy is placed in a certain school is evidence that the parent has chosen it in preference to another. Therefore, confidence is naturally expected; interference with the physician, surgeon, dentist or lawyer is not ethical, therefore rare. Nor would one think of

going to the head of a well established business house and demanding certain changes of business detail. The school deserves the same consideration.

A mother once remarked to me that the school and parent at present are quarrelling too much. I do not exactly know where the fault lies, but I am inclined to believe the breach began when the school requested more time, better disciplined boys and more confidence. The city private school receives a comparatively small tuition fee. Parents do not hesitate to pay two or three times as much to a tutoring or cramming school. I think it is a mistake to cram a twelve to fourteen year old boy. Tutoring is too freely applied. The school is often not allowed to teach a boy to help himself.

Traditions determine the boy's educational course. In early childhood he is surrounded by nurses and a governess who prepares the child for the primary school. The primary school must fit the boy for a certain city private school. Each preparatory school requires different qualifications from the primary school. It is demanded of the preparatory school that the boy be prepared for a certain boarding school or college. Each boarding school or college insists upon its own entrance examination and no two are alike.

A city preparatory school is, A something between two powers, each pulling independently against it. Any preparatory school with a fair reputation is good enough to prepare the boy for boarding school or

college, but any boarding school or college is not good enough for the boy. A parent once asked a headmaster what he considered the best college, he replied "West Point and Annapolis."

The boy goes to a certain boarding school because a parent thinks it is the best or because his father went there. Others are entered hoping the boy will go to college with a certain group. This group will carry the boy into and through college. One mother asked me to pay special attention to her boy and make him an athlete so that he might become popular in a certain boarding school. She frankly confessed if the boy was successful it would be an aid to her socially. Another mother notified one of my teachers that if her son, a perfect snob, did not receive an honor prize she would use her social prestige to injure the school. Fathers are usually very busy. Mothers have many social and club duties. The child is very often left in charge of trained or untrained servants.

Here again the City Preparatory School suffers, for it must counteract in many cases the training given by such servants.

I want to say a word here for the boy who has one or two sisters who are from two to four years older than himself. Several years before sister has her coming-out party, many boys are neglected and spoiled. Mother is very busy guiding daughter with social duties, parties, dances and the theatre. The boy for the time being must get along the best he can or go

to boarding school. Sister soon realizes her importance and becomes a domineering boss over little brother. They are always quarreling. Brother realizes sister is getting expensive jewelry. He sees her surrounded with dressmakers, making costly gowns. Suddenly he becomes lonesome, finally indignant. He demands an equal share of attention, affection and admiration. Mother and daughter cannot understand him, nor can he understand it all, for he is only a boy. Mother and daughter are very excited over the coming event and become somewhat nervous. And should the boy still insist upon receiving some attention, he is given money to invite several boys to the theatre on Saturday afternoon, and an automobile is promised for the summer if he is a good boy. Father is too tired to take up these details at night, but informs the young man if he behaves himself and does not smoke or drink till he is twenty or twenty-one (he, father) will give him one thousand dollars out-right and assures him the offer mother made about the auto holds good.

Several winters ago, for six months my sympathies were given to a boy whose family were so busy preparing for a coming-out party that the boy was not allowed to come home for lunch. I found him eating in beaneries, walking the streets like a lost sheep. Very often he ate no lunch. He became my luncheon partner. We grew to be pals.

What a wonderful day the coming-out party was. Two hundred guests, punch bowls, fruit, flowers, gowns

and jewelry. He had a great time. Nobody noticed him, but oh how he did enjoy the eats. He was sick for two days after. Shortly after his father informed the school that he could not afford to pay three hundred and fifty dollars tuition dues as expenses were high, etc., etc., but before this boy's second sister came out he was attending a thousand dollar boarding school. These conditions do not exist as a whole. I state them simply to show the many little incidents that are cast upon the daily work of the City Preparatory School. As long as we have large, thickly populated cities, and people want private schools, City Preparatory Schools will exist with all its problems. A school must be one or the other, boarding, country or city school. It is the city school I am interested in. The owner or head-master cannot look for an equal money return for his efforts. Nor can a teacher expect a large salary income. People are not accustomed to pay well for the training of children in their tender years, but pay out lavish sums of money to make or save a boy of fourteen years of age or more.

The owner or head-master of a City Preparatory School feels, and justly feels so, that he cannot afford a physical education department. I dare say that if a bold attempt were made he would soon be repaid for his risk.

What have the above conditions to do with physical education? These conditions are more noticeable in the physical educational department than in the intel-

lectual department. The sooner the two are allied the better will our city boys be prepared to enter boarding school or college.

Our school is not free from all the handicaps of the City Preparatory School, but I want to say and without reserve, that our patrons give us the best kind of co-operation. Many uphold our discipline to its fullest extent. Out of one hundred and fifty-four boys, five to eighteen years of age, the school controls, if necessary, the entire time of one hundred and twenty.

Intellectual and physical education are so closely allied, that one can hardly continue without the other. The boy who is doing poor work in his lessons is doing poor work in his games or gymnasium. What is the reason? The classroom teacher, the gymnasium teacher, head-master and physical director get together, and all tackle this one boy. What is the result? In time he is developed into a pretty good all-round boy. Of course we fail in some cases, but there is one happy consolation—the boy we fail with is usually one of the thirty-four of whom we have only part control.

COMPETITIVE GAMES

I believe in competitive games. Much that has been said in favor of competitive games holds true. The desire to compete with others and win is the strongest passion of the boy. Misguided, this passion would be the wrecking of many strong and generous characters. For years I maintained the regular schedule of outside games, playing as many as two and three games a week. We had teams averaging eighty pounds, ninety-five pounds and one hundred and five pounds, and a 'varsity team. Six years ago I discontinued outside competition for the reason that I felt that athletics was predominating in the minds of boys and parents over intellectual and physical education. It is a mistake for the boarding school or day school to imitate the 'varsity teams of college. I have seen such teams trained as finely as a college team. It seems fatal for the City Preparatory School even to attempt to imitate a large boarding school or college 'varsity team. The spirit of win at any cost often results in a greater expenditure of physical energy than the young body can spare. A youth playing a natural game of tag, ball, race, and in a chase will nine times out of ten stop when he reaches the limit of physical endurance. A boy playing on a school team does not stop when he reaches the limit of physical endurance, for he must win for the honor of his school. If a boy does stop he is branded a quitter by his coach and schoolmates. He

is disgraced for the rest of his school years and often this disgrace follows him to college. Our youths play at their games with too much work attached. They are trying to play a man's game, especially in football.

An employer would never consider putting a boy at a man's work, he realizes it would ruin the boy's future efficiency. It is argued that a boy not receiving such a training has no chance at college. Perhaps that is true for there are few colleges who develop their own material. In baseball we have the professional scout. The colleges have not one scout, but many royal amateur scouts who are very active. A boy in preparatory or high school with athletic ability is closely watched, and if not approached directly, he is very often indirectly.

I am willing that a boy sacrifice his chances of making a boarding school or college team, if instead I can give the entire school harmonious intellectual and physical development. Nearly every boy understands many of the games played today. Give the boy a thorough body-building and he will succeed in having lots of fun out of his games, and many do succeed on college teams. One boy from our school played on a college 'varsity football team, two swam on college teams, another played basketball, and one made a 'varsity gymnasium team. None of the above boys ever had any idea of making a college team.

Our boys work too hard at their play and often play too much at their work. I hope some day we shall be

able to include tennis and golf in our schedule. I would give every boy ten to fourteen years of age a course in both tennis and golf. At this age the knack of games comes to a boy almost naturally. After his fourteenth year he would drop tennis and golf for the more strenuous boarding school or college games, but when he graduates he could resume and continue either or both games with comparative ease.

PHYSICAL TRAINING FOR THE WHOLE SCHOOL

When I first took up physical work in a city preparatory school I was rather surprised by the existing spirit that prevailed. The school seemed not to over-care for sound body building, but was well pleased if I kept the boys active, especially in games. Of course the little fellows care little for systematic exercises, but are wild over competitive games. It made very little difference who or what the members of the teams were as long as they licked the other school. And why should they not have this game spirit. When big brother came home from boarding school or college he usually tells of his teams, the games, and all the glory that went with them. The little brother seldom heard of his brother going through a course of body building exercises.

I was also surprised at the lack of interest displayed by parents in body building work. They were very keen about the boy playing on some team. After careful study and consideration I decided that games should become a secondary consideration. I was determined to take hold of an advantage that my little flock presented to me. The advantage I saw was, that here we have a school of boys, who represent the sons of gentlemen. They are bright, clean-cut and gentlemanly. All are endowed with brains inherited from the third and fourth generations of college trained men. They have the blood, the body and the advantages of inheritance of many qualities denied other boys. They have intellectual fathers and mothers, good and refined homes and every advantage offered them. They are led over rough roads, spared pain, and unhappiness, and should a boy show an inclination to any one branch of life's work he has opportunities offered to him that are again denied the other boys.

We have here the making of the best citizens, clean politicians, honest business men, excellent professional men. With this in mind we intend to lead and develop an all-around boy, with a well developed body that will be able to carry the burdens of a well developed mind, with a strong character behind it all.

Physical training has its value in a schoolboy's life, for it is granted that a student's success depends very largely upon his health. There is no part of the mental training that the school boy receives that is independent

of the support of his body. Mental work is severely exacting and physically expensive. The boy must have some physical activity of one kind or another in order to obtain success.

OPINIONS OF EDUCATORS

I wanted to make out a case for myself and I required considerable material to convince some parents, and a great deal of material to convince my boys that the development of sound minds within sound bodies could be best obtained by a systematic course of physical work succeeded by games and not by competitive games only, so I mailed this circular letter to various educators.

THE ALLEN-STEVENSON SCHOOL,
50 East 57th Street,
New York City.

October, 1918.

DEAR SIR:

In my experience during the past eight years, as teacher of Physical Training in private preparatory schools, I find that parents, as a rule, are little interested in the Physical Education, or Body-building of their boys. So long as the boy keeps up in his studies and his health remains in a normal condition, the parent seems satisfied. Schools are trying hard to give their boys all the care and attention they possibly can in preparing them physically as well as mentally for college. In

order to obtain the best results, I feel that we must have the co-operation of parents; their interest in the work would help us greatly.

The boy who is fortunate enough to possess a good, strong, athletic body is well taken care of in school; but such boys are in the minority. The undeveloped, weak-muscled, anemic, and backward boy is the one I wish to reach—also his parent. I feel that the time is now ripe to hit the nail on the head. Colleges require compulsory gymnasium work; higher schools are requiring it, and the Preparatory Schools are trying to educate the boy to qualify both physically and mentally. I feel that, with your opinion on the subject, together with a few statistics which I have on hand, we can lay before the parents facts that will not alone awaken them, but show them the real necessity for their co-operation in the boy's physical education as well as his mental development.

Tusting for a reply, I beg to remain,

Respectfully yours,

ANTON H. MÜLLER.

What is your opinion on the following questions:

1.—The value of Physical Training in Private Preparatory Schools, especially city day schools?

2.—Effect on college life?

Effect on character?

Effect on morals?

3.—Do you approve of putting a lesson in gymnastics or physical training on the same basis as a lesson in Greek, history, or any other of the scholastic subjects?

May I quote you?

A FEW REPLIES

GROTON SCHOOL
GROTON, MASS.

October 26, 1908.

MR. ANTON H. MÜLLER.

Dear Sir: I entirely agree with you in thinking that it is of primary importance that a boy's physique should be built up in such a way that he will be able to do energetically the work of school and of life.

With all good wishes for your success, I am

Very truly yours,
E. PEABODY.YALE UNIVERSITY
NEW HAVEN, CONN.

October 23, 1908.

MY DEAR SIR:

I should answer the questions on your circular as follows:

(1) The value of physical training in private preparatory schools, or any other kind of schools, depends wholly upon the way in which it is carried out.

(2) If carried out in such a way as to co-ordinate itself with outdoor sports, it will have a good effect on the boy's character and morals in his college life.

(3) No. The things may be equally valuable, but their results are quite incommensurable.

Trusting that these answers may be of service, I remain

Faithfully yours,
ARTHUR T. HADLEY.MR. ANTON H. MÜLLER,
New York City.

YALE UNIVERSITY GYMNASIUM

WILLIAM GILBERT ANDERSON, M. A., M. D.

Director

NEW HAVEN, CONN.

October 21, 1908.

DEAR MR. MÜLLER:

In answering your questions 1 and 2, I am going to refer you to the chapter entitled The Ethical Element in Physical Training in my book "Methods of Teaching Gymnastics."

In answer to question Number 3, I wish to say that it is impossible to compare purely physical activities with mental activities as the character of one differs so from that of the other.

At the present time we will have to place gymnastics upon the same plane with laboratory work. As there is some difference between gymnastics and physical training we must consider this. I understand by the latter term that hygiene, applied physiology, etc., are included, in which case physical training is comparable with the classics and sciences.

Cordially yours,

W. G. ANDERSON.

MR. ANTON H. MÜLLER,

New York City.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE UNIVERSITY

NEW HAVEN, CONN.

October 23, 1918.

MR. ANTON H. MÜLLER,

New York City.

Dear Sir: Replying to your communications of recent date, I am disposed to answer your questions as follows:

(1) The value of physical training for boys in preparatory schools, especially in the schools of our cities, cannot be overestimated. I mean, of course, judicious physical training intelligently applied and consistently followed. Like all other

good things, it can be overdone, but, in my judgment, physical training is as desirable for boys as mental training, since it is very desirable that the boy with a strong mind should have a strong and well-developed body to carry out the physical and mental activities which the mind may prompt.

(2) The effect of good physical development on the man's career in college is, I think, obvious, since a strong mind in a weak body is not able to accomplish as much as when the physical development has kept pace with mental development. My own experience in college matters leads me to believe that judicious physical training helps to elevate both character and morals.

(3) I believe that a lesson in gymnastics or physical training may well be put on the same basis as a lesson in history or any other scholastic subject.

I have no objection to your quoting my views.

Very truly yours,

RUSSELL H. CHITTENDEN,

Director of the Sheffield Scientific School.

Dictated.

HARVARD UNIVERSITY

CAMBRIDGE, MASS.

October 24, 1908.

DEAR SIR:

In reply to the questions you have sent me I beg to say:

(1) I value highly judicious physical training in all preparatory schools.

(2) Such training has a good effect on moral character and mental capacity, and therefore, on subsequent life in college.

(3) I do not approve of putting a lesson in gymnastics "on the same basis" as a lesson in Greek, history, or other subject on which mental effort has to be made. The two sorts of lesson do not seem to me comparable.

You are at liberty to quote the whole of this reply to your question, but not a part of it.

Very truly yours,

CHARLES W. ELIOT.

MR. ANTON H. MÜLLER.
New York City.

UNION COLLEGE
SCHENECTADY, N. Y.

October 29, 1908

MR. ANTON H. MÜLLER.

Dear Sir: Your circular letter received and I have sent a copy to Dr. Alexander. I should like very much to have a list of the tests that you give in your examination in gymnastics with the details of handling same.

Concerning the questions that you wish considered, you may quote me as follows:

(1) Systematic bodily exercise is absolutely essential for the healthy physical development of all school children.

In large cities practically the only opportunity for such development must be found in the departments of gymnastics and athletics of our public and private schools.

Physical training should be required of all pupils, credit should be based on physical proficiency and parents should insist upon high standards in this work as in any other study. If corrective exercises are prescribed to be done at home, parents should see to it that such exercises are as regularly performed and as well done as the lesson in history or in mathematics.

(2) Nothing is so conducive to sweetness of temper, to ability to resist temptation, to a right attitude toward the affairs of life as good health. Good health is dependent upon regular exercises. Physical training is the foundation for the best mental, moral and physical development of the individual.

A successful college career is dependent upon continued good health during the entire course, and many an otherwise brilliant career is hampered and restricted because the body has been unequal to the demands of an ambitious and active mind. The weaker the body the more it determines the limitations of a man's success in life.

(3) Yes.

Yours very truly,
S. A. McCOMBER.

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
UNIVERSITY GYMNASIUM.

October 19, 1908.

MR. ANTON H. MÜLLER,

Dear Sir: I am in hearty sentiment with the ideas in your circular letter. The value of Physical Training as a part of education is now recognized by all leading educators. A great part of the Colleges and Secondary schools are giving the same credit for Physical Education as they give for other branches.

Very truly yours,

GEO. L. MEYLAN,
Director of Gymnasium.

PHYSICAL TRAINING CHART

In reply to this letter I received over one hundred answers. For a week I did nothing but read these letters to my boys and laid before them my plans. From that time on I had no difficulty in getting my boys to do setting-up work, body building work, and

in gaining the real co-operation of parents. The boys went home and explained their determination to build up their bodies first. Of course their enthusiasm would soon cool, therefore, if I could only give my youngsters something tangible to work upon, something that would hold them for a period of a year, I felt we could get some concrete results. Time was too limited to include the teaching of physiology and hygiene. After considerable experimenting the following chart came to light. This chart is of great value to me. It helps me to teach the boy where to begin to develop the body and how to develop his body. It also teaches the boy what part of the body and what organ is developed by certain kinds of exercise. He is interested in his work because he knows what he is doing and why.

THE APPLICATION OF THE PHYSICAL TRAINING CHART

During the first week on opening school in the fall, every class spends the gymnasium period in studying the physical training chart. First we learn the formula by heart. Then we reason it out. By this time most every boy appreciates that it is of primary importance to have all the organs in the best possible condition, to

PHYSICAL TRAINING CHART

FORMULA

Organic and muscular development + mental and muscular control + skill,
strength and endurance = a sound physical youth

1	2	3	4	5	6	7	8
Organic	Organic	Muscular Development	Mental and Muscular Control	Attendance and Punctuality	Boxing Apparatus	Team Work	
Heart Lungs Chest <u>Circulation</u>	Stomach and All Lower Organs <u>Digestion</u>	Muscles of Entire Body	Mental Control over the Body	Skill Strength Endurance Mental Control	Skill Strength Mental and Muscular Control	Endurance — Character	
Deep Breathing Light Arm Work	Deep Breathing Body Bending and Twisting Rapid Leg Work	Flexion and Extension with Muscular Resistance	Military Commands and Apparatus	Class Work Shadow Boxing Tournament	Individual Class Work Test for Mental and Muscular Control		
						By being loyal and true to your team-mates	

bind these organs with good useful muscles, and having done this, to have some control over the body. The mind, not habit, is chosen to be the master over the body. Shall we stop here content with the body beautiful. No, make the body both beautiful and useful. How? By developing skill, strength and endurance. It is a pleasure to see these boys begin their physical work.

The chart is divided into eight headings. The boys are taught that:

- No. 1 Is organic work, develops heart and lungs, enlarges the chest, increases and purifies circulation. Four different kinds of exercises are taken.
- No. 2 Is organic, strengthens stomach, and other lower organs, aids digestion. Six different kinds of exercises are taken.
- No. 3 Muscular development, develops and strengthens every muscle. Sixteen different exercises are taken.
- No. 4 Mental and muscular control. Trains the mind to control the actions of the body and produces co-ordination. Twenty commands are given which require mental effort before bringing the body into action.

Each heading has a set of exercises making four sets. Each class has one-half hour every morning for gymnasium. For the months of October, November and December, each one goes through these four sets every morning for a period of 20 to 25 minutes; five to ten minutes are given to play. All of our work is carried on in the open air, on a wooden floor raised from the ground.

Just before the Christmas holidays, each boy is examined on the first four headings. He is marked on his knowledge of the chart and form in his exercises. He is marked on a scale of ten (10).

No. 6 On return to school after New Year's the four sets are still continued every morning for a short period of time. We add boxing. Boxing is first taught in class, then each boy shadow boxes, finally he is allowed to have one minute bouts, and after four weeks every boy of eight years of age and over enters the School Tournament. The school is divided into eight weight classes, as follows:

Gold	Medium
Silver	Middle
Feather	Heavy
Light	School Championship

- No. 7 Apparatus is taken up much the same as boxing: first, individual instruction; then class, and finally the boy enters a test to prove his skill, strength and control.
- No. 8 A boy must take active part in some team regardless of his ability.

The boy is given credit, on a scale of ten, for boxing, apparatus and team work.

In boxing no points are given for winning a championship. He receives credit for attention during the period of instruction, for improvement and sportsmanship.

For apparatus, points are given for attention during instruction, for improvement, and ability to show mental and muscular control. Every boy has an apparatus test.

Points for teams. The boy who wins a hundred yard dash thereby winning the meet for his school receives no credit on the chart. Nor does any other star receive credit for being a star. A poor player who has been loyal and true to his team, who attended daily practice or games, who is always ready to try his best for his team, gets more credit than a snobbish star. A boy receives credit for being a faithful, reliable member of a team, be that baseball, football, basketball, track, field, wand, dumbbell or Indian club team.

Credit is given for No. 5 also on a scale of ten.

A boy can receive eighty possible points on the Physical Training Chart. These points are added to his mental and character charts.

PHYSICALLY FIT

By faithfully and conscientiously carrying out the work as planned on the Physical Chart, the entire school is trained, not over trained. Any member—thin, fat, tall or lean—that the school has full control of is fit for any competitive game or race at any time.

Any boy is able to box three strenuous rounds, run a dash, or play a hard game of basketball without the fear of using an untrained body. He is not athletically trained, but his body is in shape to take part in any play for fun or marbles.

This boy can and does play the intellectual game good and hard, perhaps not because he wants to, but because he is made to and he can stand it. We cannot be expected to be held responsible for the boy on half or part time.

Our games are held in the afternoon upon the school field, fifty by one hundred feet. Thirty by ninety feet is covered with a board floor. This floor contains a tennis court. In the fall and spring indoor ball and tennis tournaments are held, also track and field events. In the winter months basketball is played. In case of snow the floor is cleared and play resumed. Rain

only prevents the use of this field, and then the school gymnasium is used.

In all games the school is divided into leagues.

In basketball we have five leagues.

			Ages
Senior League....	4 Teams	20 boys	14-17
Junior League....	4 Teams	20 boys	12-14
Midget League....	4 Teams	25 boys	11-13
Allen League....	4 Teams	25 boys	10-12
Stevenson League.	4 Teams	25 boys	8-10
All Star League..	2 Teams	30 boys	5-8

The All Star League plays punch ball.

Each team plays three league games a week, and the other two days are devoted to team practice.

The winner in each league receives a shield. Each member of a winning team has his name engraved on his respective shield. He is also entitled to wear his school numeral.

We have one hundred and fifty-four boys in school —one hundred and forty-five are members of teams. Some of the nine not accounted for are little boys of the primary forms and several in our upper school. What they do for physical exercise I do not know.

Several years ago I saw one of our 17-year-old non-active men parading Fifth Avenue practicing carrying-the-cane.

I might add that the boy receives a physical measurement and a medical examination at the beginning of every school year.

ILLUSTRATIONS OF ORGANIC AND MUSCULAR EXERCISES

The illustrations on the following pages show some of the organic and muscular exercises given according to the Physical Training Chart.

SET ONE



Figure 1

ATTENTION (Fig. 1). Standing position, head up, chin in, shoulders back and down, chest arched, abdomen in, hips firm, hands to side, knees together, heels together, toes about 2 inches apart.



Figure 2

From position of attention raise arms sideways to stretch (Fig. 2), and then return to attention. Inhale while raising arms, exhale while lowering them.

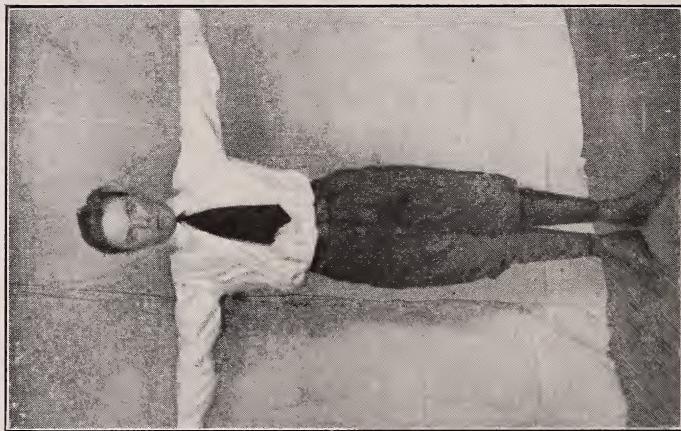


Figure 3

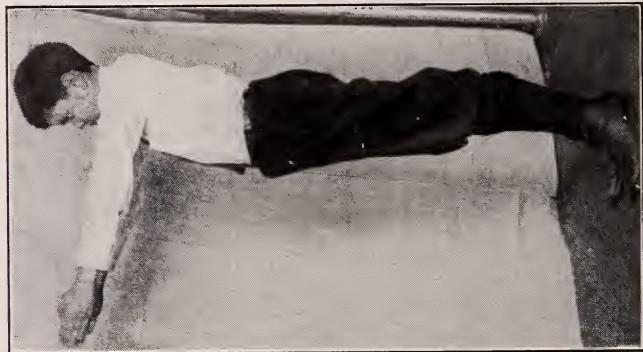


Figure 4

Arms in reach (Fig 3). Bring arms to cross (Fig 4). Return arms to reach. Inhale on first movement. Exhale on second.

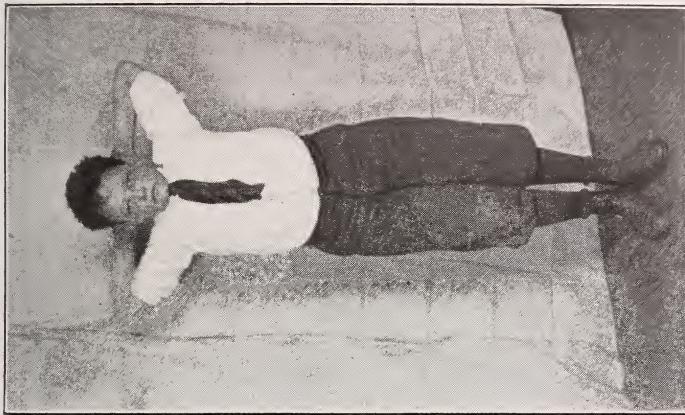


Figure 5

Stand at attention with hands on hips. Raise shoulders up, back (Fig. 5), and down. Inhale on the up and back movement, exhale on the down movement.

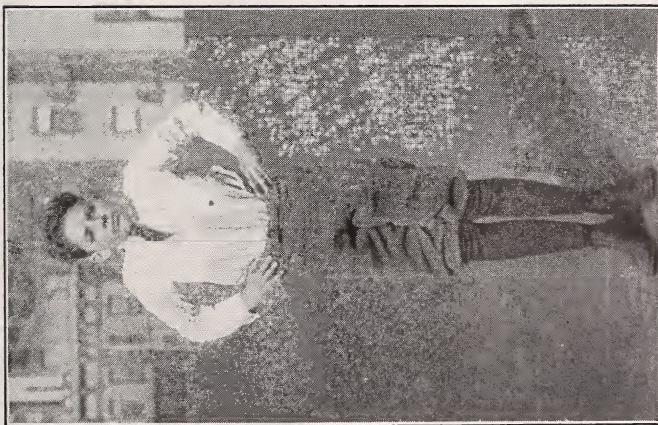


Figure 6

Place hands back of head (Fig. 6). Force elbows back, and then return to original position. Inhale on first movement and exhale on second.

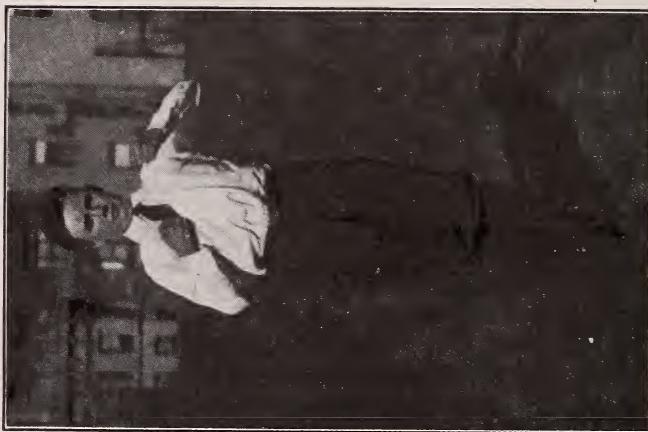


Figure 7

Stand in position of attention. Inhale, hold breath for a few seconds. Tap chest, fists closed, lightly (Fig. 7). Exhale.



Figure 8

Stand in position of attention. Inhale and hold breath for a few seconds. Tap abdomen (Fig. 8). Exhale.

SET TWO

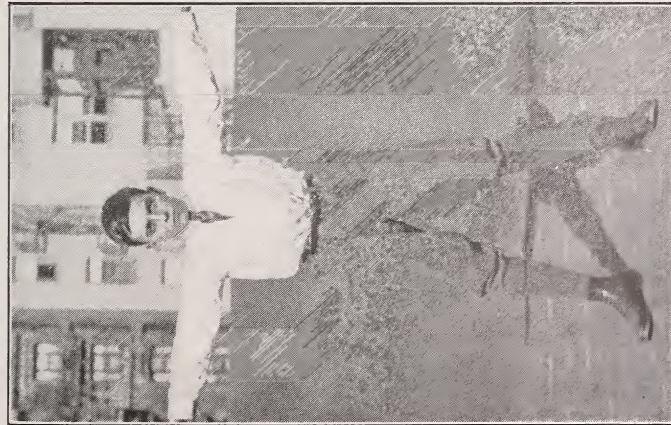


Figure 9

Take position of stride stand. Arms in cross (Fig. 9). Bend body to right (Fig. 10). Inhale on first movement. Exhale on second movement. Continue exercise by bending body to left, forward and backward.

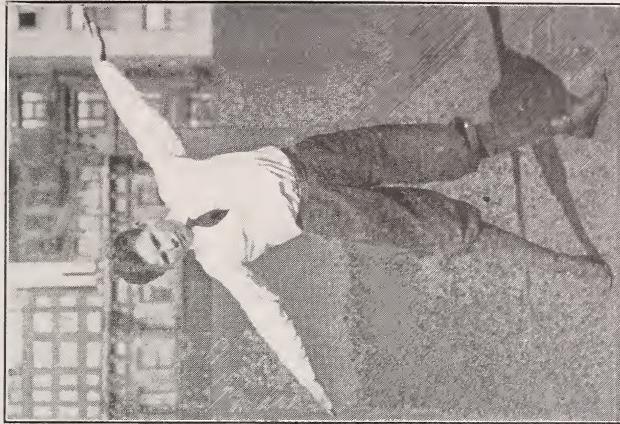


Figure 10

Bend body to right (Fig. 10). Inhale on first movement. Exhale on second movement.

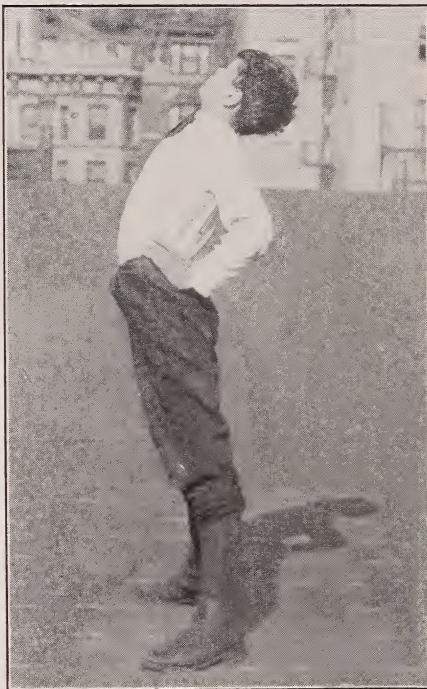


Figure 11

Stride stand, hands on hips, elbows back, bend body backward (Fig. 11), return to original position. Inhale on first movement. Exhale on second movement.

Continue exercise by bending body forward, side right, and side left.



Figure 13

Stride stand, arms in stretch (Fig. 12), bending body forward, knees held back; touching fingers to ground (Fig. 13). Return to original position.

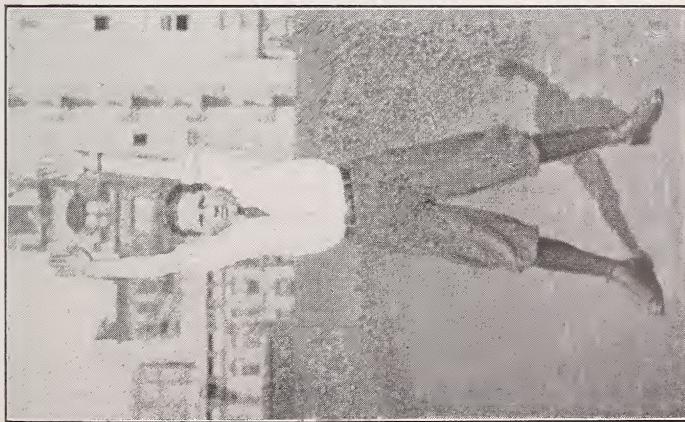
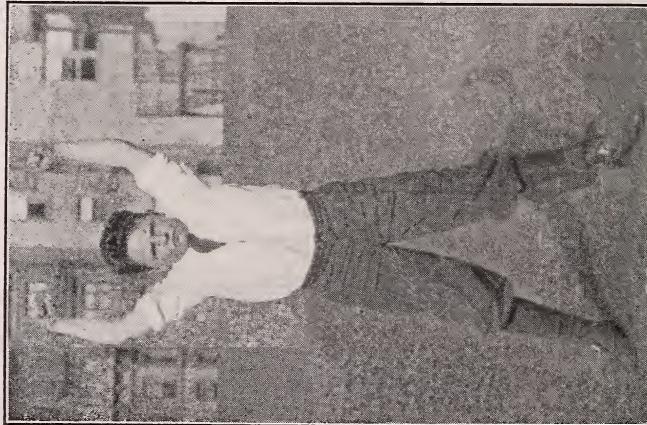


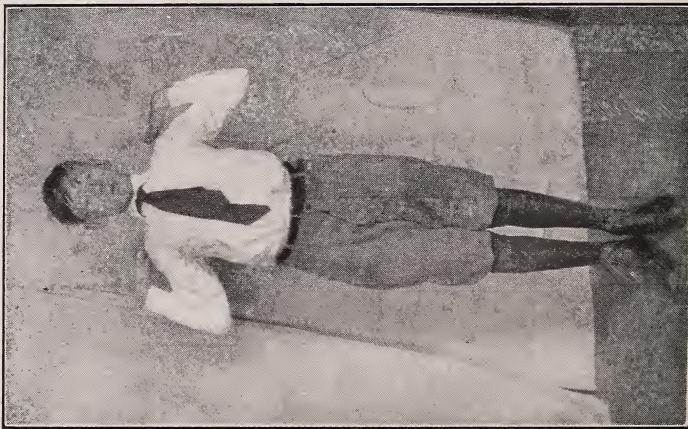
Figure 12

SET THREE

**Figure 14**

Stride stand, arms in stretch, clenched fists, and all muscles of arms and shoulders tense (Fig.14). Pull to position as shown in Figure 15 but remain in stride stand. Relax and repeat.

Take position as shown in Fig. 15 but in stride stand. Hands open, fingers back, palm of hand facing upward, tense muscles, push, as though you had a heavy weight in your hands, to position of arms in stretch (Fig. 14) relax and repeat.

**Figure 15**

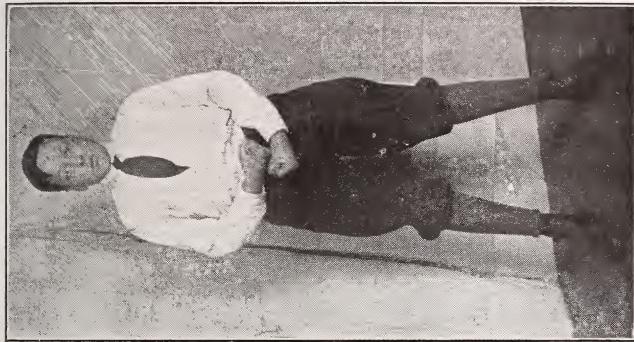


Figure 16

Take position, arms in cross (Fig. 4) clench fist, muscles tense. Pull to position as shown in Figure 16, relax and repeat. Continue the exercise but begin with position as shown in Figure 16 to position of arms in cross (Fig. 4). Relax and repeat.

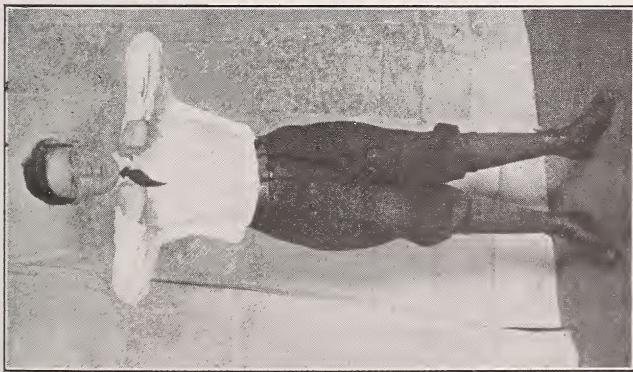
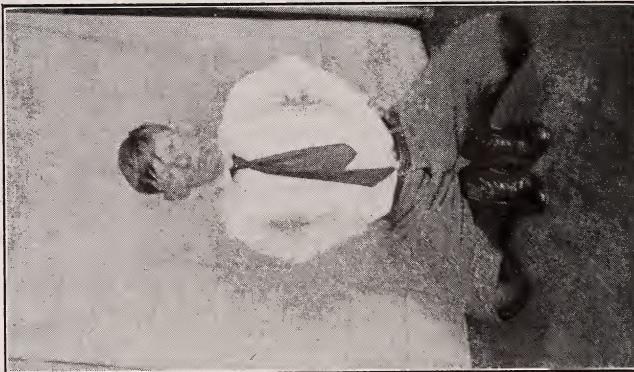


Figure 17

Take position of arms in cross (Fig. 4). Clench fist, tense muscles, pull to position as shown in (Fig. 17). Relax and repeat.

Figure 18**Figure 19**

Take position of attention (Fig. 1) with hands on hips, rise on toes, go to half knee bend, (Fig. 18)
return to standing position.
Change exercise going to deep bend (Fig. 19).



Figure 20

Take position of stride stand, arms in stretch, (Fig. 12). Force knees back, bend body forward, then force arms back as far as possible. (Fig. 20).

TABLE WORK

We have no trouble in getting our boys to do physical exercises, setting-up drills or body-building work. The chart solved many problems. One thing that always did trouble me was to get my classes to assume and hold the proper standing position during exercises. We teach the boy to stand with his head up, chin in, shoulders back and down, chest arched, abdomen in, hips firm, heels together, toes out.

With twenty to thirty boys in a class and only one-half hour gymnasium period and part of the period given to play, it is almost impossible to hold every boy in the proper position. Many require, especially the five, six, and seven-year-old boy, special and individual attention. In correcting one child the rest of the class stands idle, and if individual correction is given to several, the half-hour is soon over. Young children require a great deal of individual attention and correction. Should I succeed in getting the entire class to hold the proper standing position just as soon as the class begins to perform some exercises, like arms in reach, stretch, body-bending, or deep-knee bend, some part of the body collapses. Either the head falls forward, chest drops, abdomen protrudes, shoulders come forward, or the knees bend. In order first to perform any exercise no matter how simple one must practice mental and muscular control. Children will imitate their leader, but no matter how perfectly the leader

does his exercises, children cannot understand the value of doing the exercises correctly. I have seen leaders put boys through a calisthenic drill with results more harmful than beneficial.

In order to get this mental and muscular control requires many interruptions, waits and delays. I felt that if I could find some other way of applying exercises that would do away with these interruptions, I could save two months in eight and produce better results.

For many years I have handled the private patients of several physicians. These patients, boys and girls, six to sixteen years of age, presented undeveloped bodies, round shoulders, flat chests and other physical shortcomings. Many girls of normal health and fair physique were brought to me to be prepared for their coming-out gowns. These cases were treated with medical gymnastics, massage, Swedish movement or by giving corrective exercises. They were treated and handled individually. For this work a special table was necessary. I found that with the table work results were accomplished in about half of the time required in standing exercises.

Sometimes it seemed almost impossible to get a little fellow of five, six, and seven, to hold the proper standing position. Such a boy I would place on a special table. He would be requested to lie on his back in a natural position, and nine times out of ten his shoulders would be in the proper position. I would

then place his head, chin, shoulders, chest, abdomen, knees, heels and toes in the proper position. In this position I would require the child to perform several exercises. Finally placing his hands to his side the child would be asked to hold the position given him and contract his muscles and then relax, inhaling and exhaling. Very often when placed upon his feet, a boy would stand in an excellent position for several seconds. All of these cases were not many stages from the normal. It makes little difference whether my exercises were corrective, medical gymnastics or Swedish work. What I was puzzling about was how I could give my boys, as a whole in the school, the same treatment as was applied in special cases.

In order to give our boys this table work it appeared that the services of several operators would be necessary. That, of course, was out of the question. All this work must be done in the open air, and to have a table for each boy in a class would take up all our space. That was also out of the question. Still, I felt that if we could overcome these problems the experiment would be worth it.

I laid my plans before Dr. William G. Anderson, of Yale University. He encouraged me and advised me to try the experiment, feeling that the results would be all I expected, and they have been.

THEORY OF THE TABLE WORK

A boy sits in school from one to two hours before gymnasium period. The law of gravity sees to it that the body and organs are in an abnormal and cramped position. Circulation to some extent has been hindered, to say nothing of the abnormal amount of carbonic acid in the system.

As the class comes to the gymnasium period, the pupil is placed on the table, the other boy, called the operator, assists and directs the exercises. The first operation is to oxygenate the pupil.

A. Inspiration—long, deep breath through the nose, inhaling oxygen.

B. Expiration—exhaling hard and fast through the mouth, expelling carbonic gases.

C. Rapid inspiration and expiration:

D. Inspiration—a slow, deep breath with the lungs thoroughly inflated. The pupil taps his chest in order to vibrate the oxygen within the lungs and to enable the oxygen to reach any sore or weak spot.

E. Expiration. Slow exhaling through the mouth, discharging any remaining carbonic gases.

F. Same as A and B, to supply the body with a large quantity of oxygen.

Now feeling that the system is well supplied with a large amount of oxygen, the pupil continues with a series of body-building exercises, as shown in the succeeding illustrations. Feeling that during these activi-

ties the various parts of the human body will be fed through circulation with the proper and normal amount of good nutrition.

During these exercises the body consumes a large amount of oxygen that was first introduced. At the end of the physical exercises, as performed on the table, the oxygenating process is again applied, and the boy sent to his class-room in a better state of mind and health to resume the balance of his day's intellectual work.

I do not claim any originality for these exercises. They are used in many different forms and can be found in many books on medical gymnastics. I do believe, however, that it is the first time this work has been put to use for an entire school. The exercises shown here are only a few of the many more that can be used.

The possibilities of this table work are unlimited, and invaluable. I find that little or no time is lost in keeping the body in the proper position. The pupil is in a reclining position and the operator always watchful that the pupil performs his exercises properly.

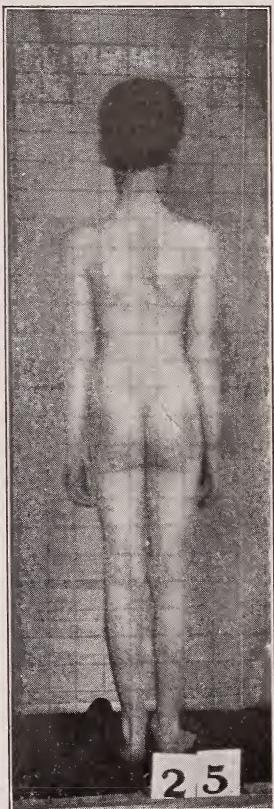
The table work is divided into sets. At present we have five sets, each set contains from four to six exercises. At the end of each set the pupil becomes operator, and operates on pupil.

Each pupil is taught individually how to do the exercises and how to become an operator. No new

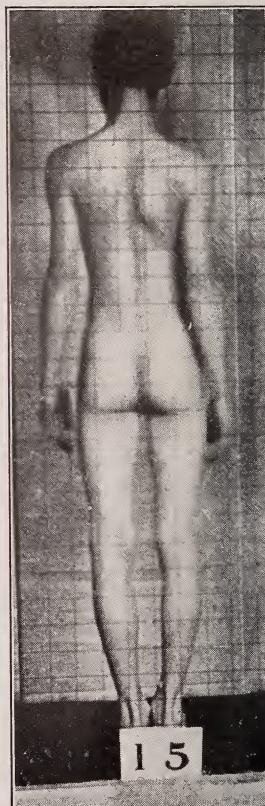
boy will be allowed to do table work in class before receiving definite instructions. Every boy in school from six to seventeen years of age is doing table work.

For the sake of explanation, we call the boy on the table "the pupil," and the boy assisting the "operator." A boy takes great pride in being a good operator. The boys perform their work with understanding and intelligence.

METHOD OF OBTAINING RELATIVE PROPORTIONS OF THE BODY

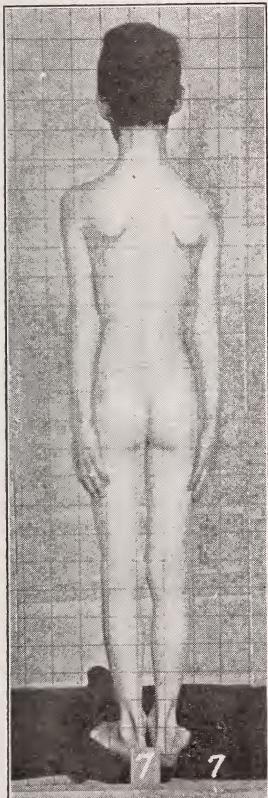


No. 25 indicates left shoulder
lower than right.



No. 15 indicates right shoulder
lower than left.

METHOD OF OBTAINING RELATIVE PROPORTIONS OF THE BODY



The difference in ages between No. 7 and No. 75 is three years. Both are of a high strung nervous temperament. No. 7 is just beginning table work. No. 75 has had table work for three years. Both are good athletes, gymnasts, and boxers.

ILLUSTRATIONS OF TABLE WORK

FIGURE 1—EXERCISE 1, SET 1

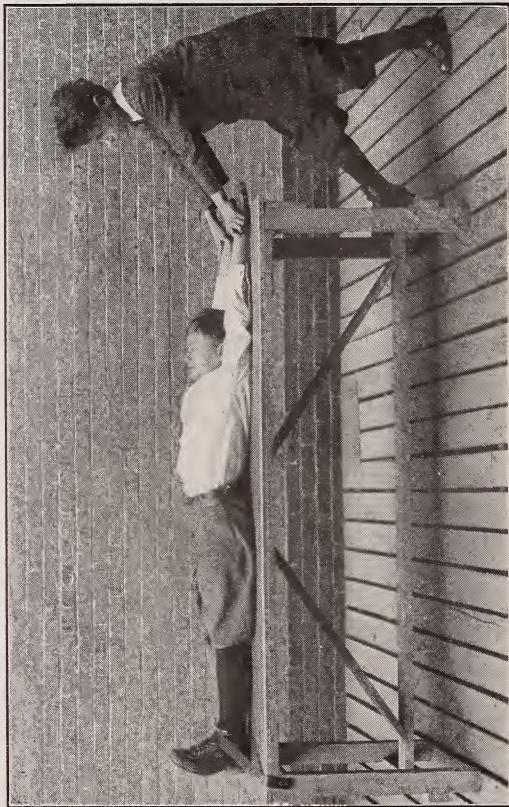


Figure 1

The pupil lies flat on his back, feet strapped and together, arms extended over head. The operator braces either foot against the table, grasps the pupil's wrists, and gives a gentle, steady pull. The pupil at the same time takes a long, deep breath through nose. In exhaling, the operator releases the stretch slowly and steadily. This operation is repeated from three to fifteen times.

FIGURE 2—EXERCISE 2, SET 1



Figure 2

The pupil lies flat on the table, abdomen in, chest high, with hands behind head, elbows on table. The operator grasps the pupil firmly by the head and gives a slight stretch, then holds the head and body steady while pupil inhales and exhales rapidly. This is done ten to fifteen times.

FIGURE 3—EXERCISE 3, SET 1



Figure 3

The operator holds the pupil in the same manner as in Exercise 2. The pupil inflates his lungs to their fullest capacity; then, holding this position, taps his chest with clenched fists. This is done for a period of ten to fifteen seconds. (After Exercise 3, Exercise 1 is repeated slowly.)

FIGURE 4—EXERCISE 1, SET 2



Figure 4

The operator holds pupil's arms and shoulders, firmly, in place. Pupil raises right leg, with toes pointed and knee unbent, then the left leg in the same manner, then alternates. Each exercise is performed five to fifteen times.

FIGURE 5—EXERCISE 2, SET 2



Figure 5

Operator holds pupil as in Exercise 1, Set 2. The pupil raises both legs together, toes pointed and knees unbent; then brings his knees to chest and returns to starting position. Five to fifteen times.

FIGURES 6 AND 7—EXERCISE 3, SET 2

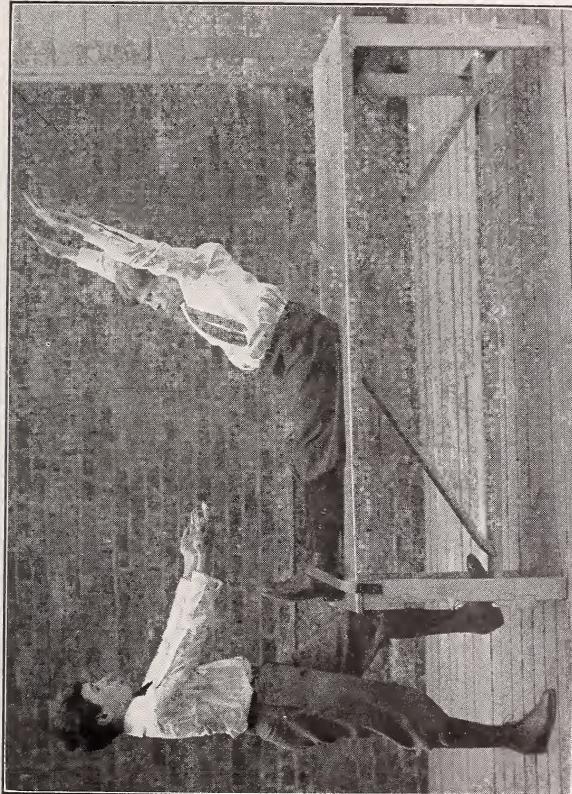


Figure 6

The pupil, with feet strapped, lies flat on his back. With arms over head, rises to a sitting position (Fig. 6). Then bends forward, placing his wrists in the hands of the operator (Fig. 7), who gives a firm but gentle pull. This operation is repeated from five to ten times.



Figure 7

FIGURE 8—EXERCISE 4, SET 2

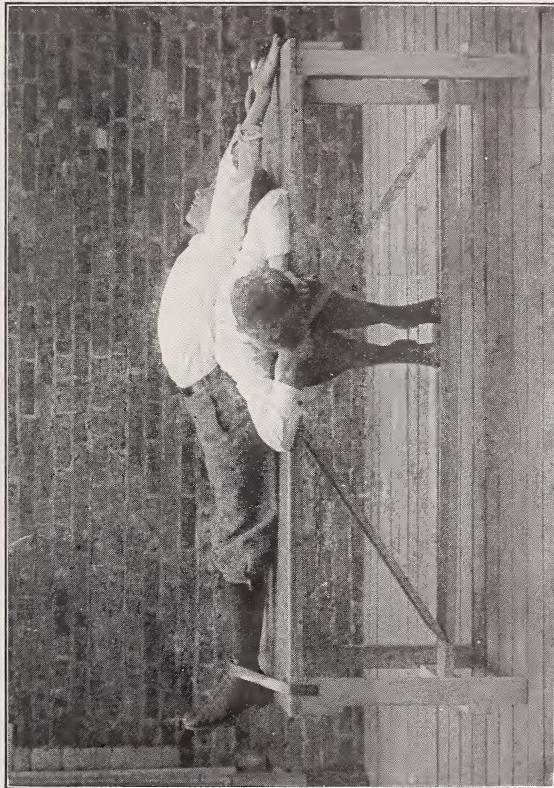


Figure 8

Pupil starts from position as shown in Figure 6, falls back slowly over operator, who lies across the table. This is done from five to fifteen times.

FIGURE 9—EXERCISE 1, SET 3

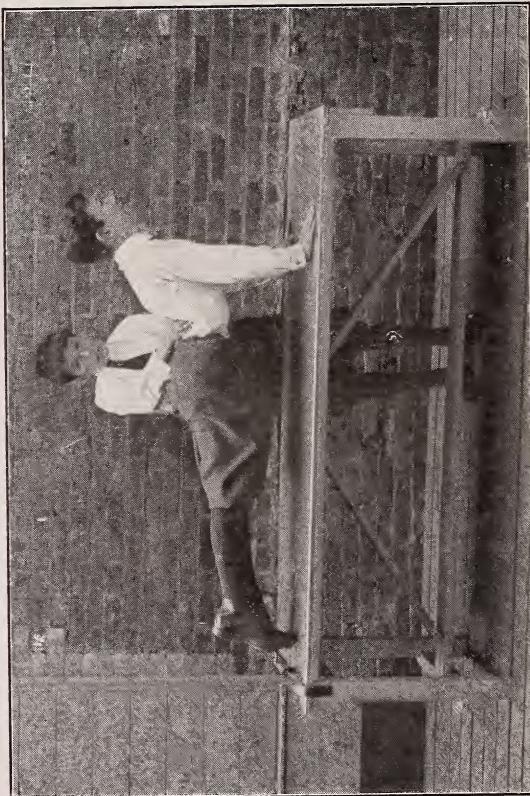


Figure 9

The pupil begins this exercise with chest touching the table. Abdomen does not touch table, nor do knees; thus only chest and toes touch. He then pushes up to position shown in Figure 9. The operator places right hand on abdomen, and left hand on small of back, keeping these parts of the body in proper position. The operator does not assist in the exercise. The pupil does this from five to fifteen times.

FIGURE 10—EXERCISE 2, SET 3

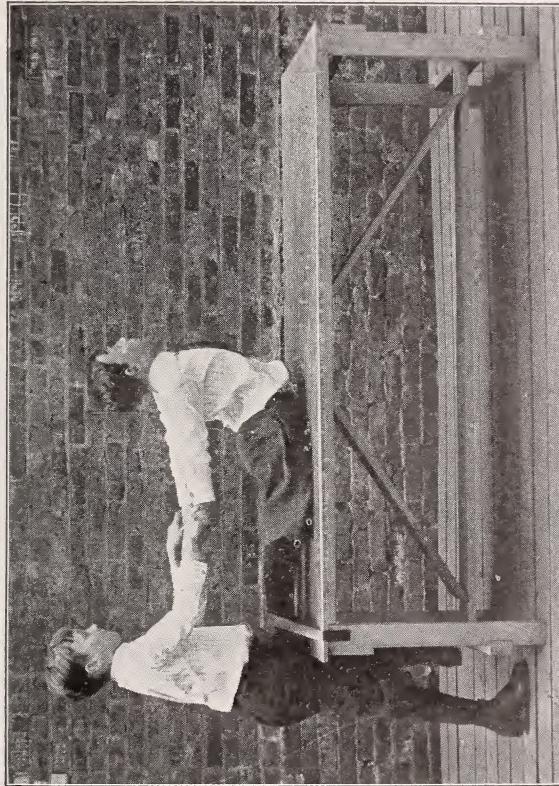


Figure 10

The pupil lies face down on table, operator bracing his heels. Operator grasps wrists, pulling very gently to position shown in Figure 10. This is done from five to eight times.

FIGURE 11—EXERCISE 3, SET 3



Figure 11

Pupil lies flat on table. Operator then lifts pupil's feet from table. From this position pupil pushes up to position shown in Figure 11, then goes down, touching only his chest on the table. This is done from five to fifteen times.

FIGURE 12—EXERCISE 4, SET 3



Figure 12

Pupil lies on back, with head well extended over end of table. The operator first sees that pupil's toes are pointed, and his abdomen and knees in proper position. Then he forces pupil's shoulders to table and requests him to raise his head forward and backward as far as possible, then, with head extended, bend head right and left as far as possible, finally circling around, first to the right, then to the left. Each movement is done from five to ten times.

FIGURE 13—EXERCISE 1, SET 4



Figure 13

The pupil assumes erect sitting position on end of table. The operator holds pupil's knees firmly against table, while the pupil goes slowly back to position shown in Figure 13. He holds that position for one or two seconds, then continues backward within one inch of the table and returns slowly to original position. This is done five to ten times.

FIGURE 14—EXERCISES 2 and 3, SET 4



Figure 14

The pupil sits with back to end of table, assumes an erect sitting position with arms in cross, bends body to right and left from five to ten times.

In next exercise, the pupil begins from same starting position as in Exercise 2, then twists body to right and bends downward, touching fingers on floor; he then returns and continues to left side. In both exercises operator assists as shown in Figure 14. This is done five to ten times.

FIGURE 15—EXERCISES 4 AND 5, SET 4

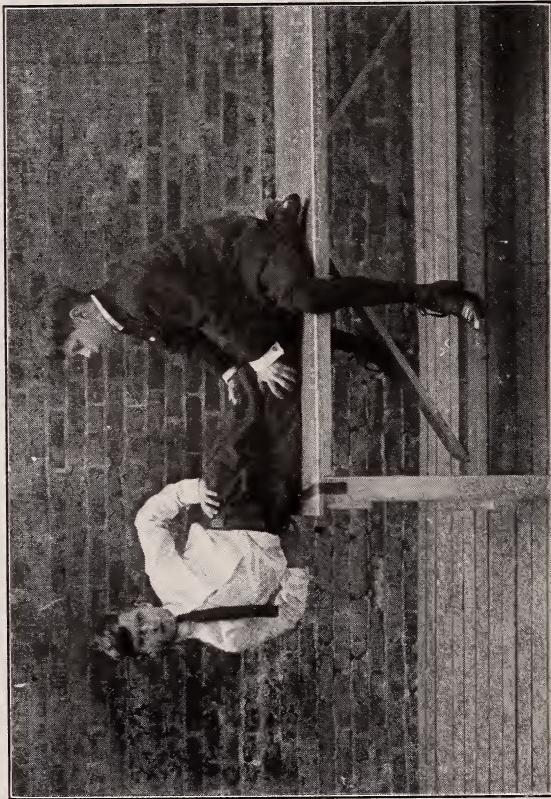


Figure 15

The pupil lies on his right side, upper body free from support, lower body supported by operator (Figure 15). The starting position is from floor to position in Figure 15. Exercise 5 is the same as Exercise 4, only done with body on opposite side. Each exercise is done from five to eight times.

FIGURE 16—EXERCISES 1 AND 2, SET 5



Figure 16

1. Operator supports pupil as shown in Figure 16. Pupil assumes erect sitting position, with arms in cross, then slowly falls back to position in Figure 16 and returns to starting position.
2. Pupil begins the same as in Exercise 1, only hands are placed on hips. Then bends slowly backwards, touching head to floor, and returns to starting position. Each exercise is done from five to eight times.

FIGURE 17—EXERCISE 3, SET 5



Figure 17

The pupil lies on end of table, with the upper part of his body free from support. Then starts from the floor to position shown in Figure 17. The operator assists pupil as shown in Figure 17.

FIGURE 18—EXERCISE 4, SET 5

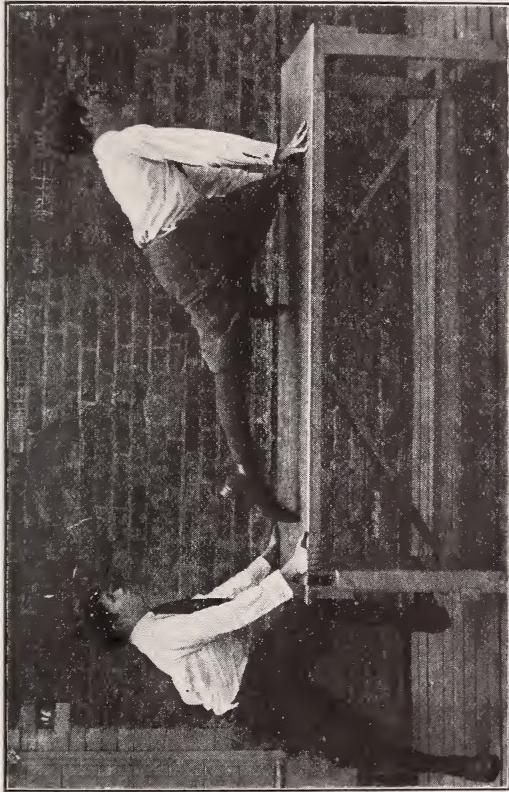


Figure 18

Pupil assumes position shown in Figure 18. Then alternates position of legs in double-quick time. The finger-tips of the pupil, not the palms of hands, must remain on table. Operator steadies table and corrects position of pupil. This is done from ten to thirty seconds.

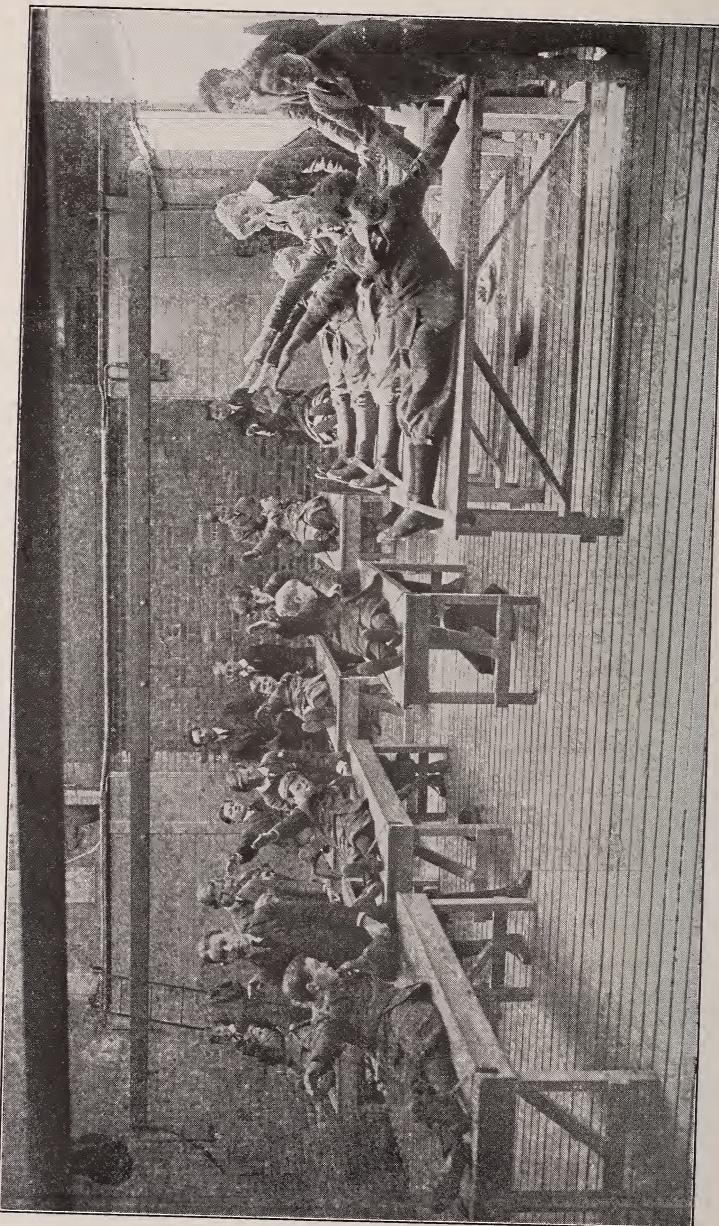
Boys doing Individual Table Work to correct some physical defect or weakness.



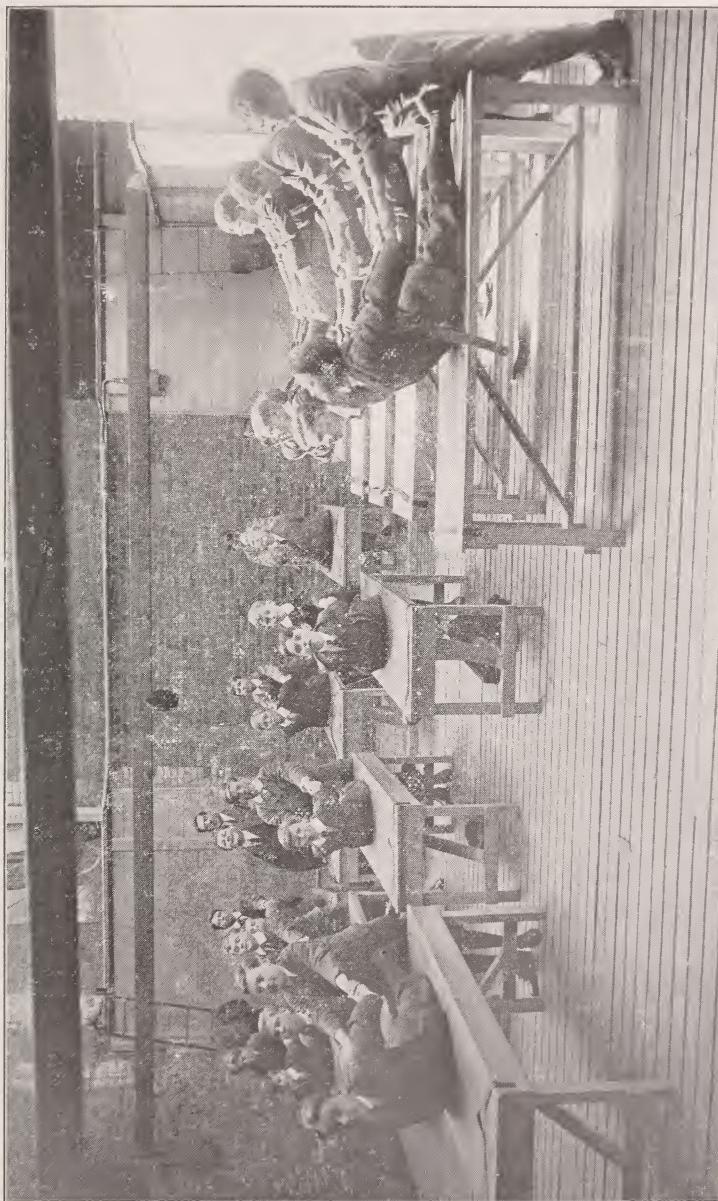
**INDIVIDUAL
TABLE WORK**



A Class in Table Work



A Class in Table Work



A Class in Table Work

A TALK TO THE CLIMBERS

It has been my pleasure to be associated with you boys for fifteen years. The more I come in contact with my associations and surroundings, the happier I become. I have yet to experience the feeling of being your instructor or master. I want to be one of you and I appreciate the fact that you all have accepted me as such. In the past we have had many little chats, discussions, even arguments, and we both have profited by them.

In asking me to address you, you have given me the advantage, for one of the parliamentary laws is, "Never interrupt the speaker." It is my good fortune to have you boys appear before me, twice daily, in groups of ten to forty. When I look at a group I always feel proud of you; why should I not? Are you not my boys? But I often wonder whether you will come up to my hopes and ambitions.

When I look at you a second time I answer myself by saying, "Of course you will." Are you not the sons of gentlemen and gentlewomen? You have all a boy's heart desires, a refined home, kind and true parents. You have good schools, good teachers, in fact, the best of everything. You have no worries nor cares, and live a good, healthy, boy's life. Everything has been done for you in order to give you strong minds in strong bodies.

When I look at you a third time, I ask, "Do you realize these advantages? When will you begin to make the best of them? Or will you take your boy life as a matter of course (or fact).

As Climbers, it is your intention to develop your reasoning power, to absorb advice, given to you by your parents and teachers; also to accept hints cheerfully. With that understanding, I make bold to give a few hints.

You are now in the most important age of your life. In your teens you will develop habits that will mould your future, your mind will entertain ideas and ideals, which you will carry through life. You know right from wrong doing. The mind and body you develop in your teens, will be the mind and body you must carry through life. It is for *you* to decide; to choose for yourself, a strong or weak constitution.

It will not be very long before you enter manhood. Once in your twenties, you, consciously or unconsciously, begin the battle of life. The world needs men. Your country, your very city, is crying for help. Are you going to prepare yourself to answer the call? Are you going to be able to take hold and pull, or will you let the other fellow do it? I say, No, *you* must answer the call. It is expected of you.

It is necessary for you to begin your mental, physical and moral training now. I dare not say much about mental training for fear of exposing my ignorance, but I am prepared to advise you to do everything

within your power to do your duty by your teachers and lessons. In the class room, never waste a minute, absorb all a teacher has to say, form habits of study that will never wear off. Do not be afraid that you will learn too much. You will never know enough. If you are in good physical condition, study will never hurt you, much less work.

You cannot underestimate your physical training. Train your body to obey your mind, develop mental and muscular control. Begin by developing your organs, with simple, rational exercises; strengthen your muscles, acquire skill, strength and endurance. Play all kinds of games. Do not aspire to become a physical freak. Enter sports if you wish, but do not allow sports or teams to interfere with your mental and physical training; for a sport or great athlete is king to-day—to-morrow forgotten. Brains within a strong body live for years, often forever.

Your moral training should be unquestionable. Your home, school, and associations should warrant the best kind of moral discipline.

Organic and muscular development plus mental and muscular control plus skill, strength and endurance, equals a sound physical youth. The development of the natural incentives plus the development of will training plus the development of the supreme motives of human conduct equals a sound moral youth. A sound moral youth plus a sound physical youth plus a



sound mental youth equal a man—and men the world needs.

You have a wonderful foundation, but you must begin to realize that from now on, to the greatest extent, it rests with you, to continue to build on this foundation a well-balanced mind and body.

Your good qualities are abundant, your faults are the faults of many boys. A great deal has been done for you. I believe you have been helped too much. Cultivate self-reliance; do not ask for aid when you know perfectly well you can do a certain thing yourself.

Your manners are good; I would like to see them a little more genuine. You are, as a rule, truthful, but do not forget that trying to give a wrong impression, is a form of falsehood.

Obedience is a very important part of the training of your character; you do not obey promptly and often not cheerfully. You have yet to learn to obey a rule or law implicitly.

You are respectful, still, I should like to see you a little more respectful to your parents and teachers, and also to those who are less fortunate than yourself.

Your sense of duty is small; it can and should be strengthened. Perform your duties, whatever they may be, cheerfully and manfully.

Duty is a supreme motive of human conduct. "Conduct," says Matthew Arnold, "is three-fourths of life; and character is the source of conduct."

I firmly believe that the formation of honor, truth, courage, and duty in boyhood makes honorable, courageous and self-governing men.

Let us see how the acts of boys strike the mature mind. Prof. William G. Anderson, of Yale, gave me this bit of advice about you boys: "Lead them, do not help them too much." He meant to make you more self-reliant.

Dean Le Baron R. Briggs, of Harvard, tells of a student trying to avoid the truth. He says, "An ingenious youth insisted to the officer, whose business it was to call him to account, that a mark of absence against him in a large lecture course was a mistake; and when told it was not exclaimed with honest warmth, "Then the fellow who promised to sit in my seat didn't do it."

A mother and son were in a Madison Avenue car, at Fifty-ninth Street. A woman with a child in her arms entered. Every seat was taken. Did the son offer his seat? When his mother suggested it, he replied, "I guess not: I paid for this seat."

I knew the boy. He was one of the kind who received a large weekly allowance. He is a young man now and let me tell you it will be many more years before he can pay, with his own money, the price of a trolley fare. This boy's parlor manners were fine; as for his obedience, judge for yourself.

"While in college it is your duty," says a father to his son, "to live within your allowance, to honor your

teachers and respect the law." This boy gambled away his allowance and was the first to "knock."

A boy who boasts of his daring to disobey his family or teachers, who boasts of his intention not to do the right thing, who boasts of his wrong deeds, is a boy of low type; he has no courage, is perhaps harmless, but is a fellow worth ignoring.

Influence is a matter of persuasion. Good social environment is a very desirable thing. An education broadens you, but neither one, by itself, will make you a man. *You* have an estimate of yourself. What you estimate yourself to be, you will try to be. Your character will be determined by your own estimate of yourself. Teachers may help you, parents may help you, you may have every advantage that wealth and knowledge can produce; but unless you have a desire within yourself and a determination to do something and be something in this world, all else will be in vain.

My dear friends, if I have seemed fault-finding, forgive me, accept my hints in the spirit in which they are given.

I have faith in you all. I believe you will try to grow up to be useful citizens. My ambition is, to see my picture of to-day realized ten years from now—to see you as men; men who will accept no honors without honor, holding to a high ideal of manly virtue and integrity; as men having a sense of honor that will naturally call forth esteem, respect, and consideration.

I hope to see you as men who will do your duty to your parents, school, and country; who will perform those duties which conscience tells you are right and reason tells you are best. You will do your duty with all your mind and might! You must hold Truth as the keynote of your character!

I picture you as men, who have mind and body trained to know no fear, whatever dangers and difficulties you may encounter; men, who have courage to perform their duties, as sons to parents; to comply with their requests, to honor their advice and respect their law.

Will you have courage to seek the reward of manhood!

A. H. M.



He Loves Basketball

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